**S Sean Falasca**

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**Summary of Unit**

This unit is about Pre-Revolutionary America. In this unit, students will understand key figures, events, and cultural aspects of our nations past. We will be using all sorts of fascinating technologies to see the perspectives of both the colonists and the English. Some of these technologies include Comic Life, Glogster, and Podcasts. Understanding key figures and events from our pastime is vital to understanding how we came to be today. Starting with the French and Indian War all the way through the Declaration of Independence, students will piece together the revolutionary ideas of our founding fathers and come to understand the separation from England was an inevitable event.

**Establish Goals**

**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** Students will be able to explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help make one better understand and make informed decisions about the present and future.  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,c,e....

**Students will understand that**

the relationship between the American colonies and England was filled with tension.  
there was a generational gap that brought on new ways of thinking and strained the relationship with England.  
the culture then, although different from today, helped create our great culture today.

**Essential Questions**

Why did the colonists feel they were being mistreated?  
How did women play a role in Pre-Revolutionary America?  
How did the culture then, help develop our culture today?

**Students will know**

Important People (John Adams, Samuel Adams, Samuel Dawes, Paul Revere, Robert Walpole, Thomas Hutchinson, James Townshend, and Ben Franklin.)  
Sequence and Timelines (Salutary Neglect-Thomas Hutchinson, Stamp Act- Lexington and Concord)  
Key Factual Information (Sons of Liberty, Loyal Nine, British, Taxes, press, Boston, New York, Philadelphia.)

**Students will be able to**

justify the colonists feelings of unfairness.  
make sense of why we celebrate holidays like the 4th of July.  
exhibit the changing relationship between the colonists and England.  
analyze the relationship between the colonies and England  
role Play the Boston Tea Party.  
recognize the culture of Pre-Revolutionary America developed our culture today.  
  
  
  
**Performance Task Overview**   
  
  
The Smithsonian Museum is opening a new exhibition on Pre-Revolutionary America for late elementary school to middle school age children. The competition requires a comic strip that illustrates the key events from the Pre-Revolutionary America era. You are a comic book company and winning the competition will be really good for your company name. A panel of judges from the museum has been put together to assess all the entries sent in from all over the country. Win the competition and have your company's comic strip on display in the Smithsonian for all to see. Not only will your comic strip be on display as a prize, but it also comes along with a two year contract with the Smithsonian Museum to do more comic strips for children.

**Expectations**

**Absences:** Attendance is key to understanding what’s going on in your learning. Please make the best effort you can to show up to class everyday, ready to work. It is understandable that things come up in life and if you miss a class due to illness, family crisis, or something unexpected shows up, please let me know and we can talk about what you missed. Any missed assignments will be in the "Make Up Work" shelf with your name on it. Missed work is expected to be turned in by the original amount of days from when the missed work was picked up.  
  
**Plagiarism:** Plagiarism is something that is taken very seriously. Please, do your own work and don't take credit for the work of others. Be sure to cite properly to avoid plagiarism. Plagiarism does not show that you have mastered material and will show sooner or later. Doing your own work ensures that you will master material and actually be able to take pride in your work. All plagiarism will be dealt with through the school's policy.  
  
**Assignments:**  
  
**Classroom Expectations**:

**Benchmarks**

blog/journal entries written from a colonists point of view displaying the justification of their feelings. Each blog entry will be responding to a certain event in the era and should reflect the overall feelings of the colonists. Not only should you reflect their feelings, but it should also reflect their plans of response.  
•make a Prezi to illustrate why we celebrate the 4th of July. Explain why the Fourth of July more than just a day off for everyone. List some traditions carried out on the Fourth of July. Add any extra features that are appropriate to show why we recognize the Fourth of July.  
•make a Comic Life strip showing the deteriorating relationship between the colonists and Great Britain. Each strip should demonstrate a clear message, event, and those involved in the event. Put together a write up of why you chose the events you did and explain how they are all connected.  
•create a Podcast in the form of a talk show to discuss key events that effected the relationship between the colonies and England. Have fun with this. Pretend you are one of those people who get on a talk show and just complain about your life. You can even have a partner to represent both a colonists and a British point of view!  
•create an i Movie re-enacting the events from the Boston Tea Party. Be sure to have a clear message of why the colonists did what they did. Be sure to portray the colonists exactly the way they were on that night.  
•make a Glogster to show the connection between the culture back then, to the present. Show what aspects of culture back then have transformed into a part of ours today. Some parts of our culture may seem completely different now, but can trace its roots back to the Pre-Revolutionary War period.

**Grading Scale**

**A** (100%-90%) **B** (89%-80%) **C (**79%-70) **D (**69%-60%) **F** (69% and below)